

**New Paper Proposal**

**CUAP Section B if submitted as part of a New Programme Proposal**

#### (Please remove the small font prompts as you complete each section.)

#### (Before beginning work on your proposal, please read the document [Information for New Paper Proposals](https://www.otago.ac.nz/administration/academiccommittees/new-paper-proposal-formerly-form-3).)

|  |  |
| --- | --- |
| **Name of Division/ School/ Academic Unit** |  |
| **Proposer**(name and position) |  |
| **Subject Code, Number, Title** (60 characters max.) |  |
| **Points value** |  |
| **NZQCF Level** |  |
| **Proposed year of introduction** |  |

*Academic proposals are subject to* [*annual deadlines*](https://www.otago.ac.nz/administration/academiccommittees/proformas.html)*. Implementation of any proposed changes – including the introduction of any approved new papers – may be delayed if the proposal is submitted after the relevant deadline. Please consult the Specialist (Academic Committees and Services) for your division for further information.*

# Purpose of Proposal

(A succinct description of the purpose of the proposal, including the introduction of new papers and any consequential or related amendments, such as deletions of existing papers and amendments to schedules. Note that if you are proposing a number of related papers, you may include them in one proposal rather than filling out a separate form for each paper if the proposal remains clear and readable.)

**SECTION 1 – DESCRIPTION, JUSTIFICATION, AND ALIGNMENT**

# Formal Description

(Provide a formal description of the content, which will be included in the paper’s prescription for publication. This should be no longer than 30 words.)

# Justification

(Summarise the **academic and pedagogical** reasons why you are proposing this new paper (or papers). Indicate its relevance to your academic discipline or profession nationally and internationally. Please note that if you are introducing new papers as part of a new or amended programme, the justification should be included in the New Programme Proposal or Programme Amendment Proposal and does not need to be duplicated here.)

**Programme Alignment**

(While it is not expected that the new paper needs to show alignment with the University’s strategic priorities, please explain any alignment it does have with any of the Strategic Priorities in [Pae Tata](https://www.otago.ac.nz/__data/assets/pdf_file/0029/314885/download-pae-tata-strategic-plan-to-2030-0245908.pdf) and/or the University’s graduate attributes, along with the graduate attributes and learning outcomes of the programme(s) it primarily feeds into.

Additionally, please note how the paper meets any accreditation requirements that may apply to the paper or the programme it feeds into. You may attach a record of external consultation if applicable to conform accreditation requirements have been met.)

**SECTION 2 – REGULATIONS**

# Paper Rules

(List any prerequisites (P), co-requisites (C), pre- and/or co-requisites (PC), restrictions against other papers (R), recommended preparation (RP), programmes the paper is ‘limited to’ (LT) (i.e. specific programme(s) a student must be enrolled in to take the paper), and any [Schedule C](https://www.otago.ac.nz/study/schedules-of-papers) the paper should be listed on (SC).)

# Occurrence Details

(Provide basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2, etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), mode (i.e. on campus and/or distance learning). Consider existing papers the new paper is likely to be taken in combination with when selecting a teaching period.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Campus Taught From** | **Teaching Period** | **Indicative Start Date (if Non- Standard)** | **Indicative End Date (if Non- Standard)** | **Mode****(i.e. on campus and/or distance learning)** | **Offered every year or in alternate years?** |
|  |  |  |  |  |  |

# Qualifications Affected

(Qualifications in which this paper may be included (i.e. degrees, diplomas, etc. for which the paper may count toward the requirements of a specific subject(s) or towards specific requirements of the qualification as a whole).)

# Consequential Paper Deletion(s)

(Every new paper must be accompanied by a consequential paper deletion. Please list consequential paper deletions here. Neither a separate deletion proposal nor a justification is required for consequentially deleted papers.)

# Consequential Amendments to Regulations, Programme Requirements, and/or Other Papers

(All changes to regulations, programme requirements, and the paper rules of related papers as a result of introducing this paper and accompanying consequential paper deletions must be detailed below. Please provide both the current and proposed information, with changes tracked or highlighted. Include Calendar page numbers. Do not include programme information from the [Guide to Enrolment](https://www.otago.ac.nz/study/guidetoenrolment.html).)

# Children’s Act Compliance

(If the paper involves students working with children then it is possible the Children’s Act will apply; if so, under the Act, safety checking of students planning to enrol in the paper will be required if this is not already covered at programme level. Please review information regarding the University’s commitment, policy, and requirements regarding the Protection of Children: <https://www.otago.ac.nz/administration/protection-of-children/>)

|  |  |
| --- | --- |
|  | The Children’s Act does not apply to this paper. |
|  |  |
|  | The Children’s Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or paper level as appropriate). Please refer to the [Protection of Children](https://www.otago.ac.nz/administration/protection-of-children/) webpage. |
|  |

**SECTION 3 – PAPER DESIGN AND STUDENT WORKLOAD**

# Learning Outcomes (Aims/Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – ***please identify which attributes of the Graduate Profile are achieved by the paper.*** It is not expected that an individual paper will contribute to every graduate attribute. For further information and generic Graduate Profile examples see the [Teaching and Learning Plan](https://www.otago.ac.nz/staff) and [Graduate Profiles for University of Otago Postgraduate Research Degrees](https://www.otago.ac.nz/__data/assets/pdf_file/0025/329263/graduate-profiles-for-university-of-otago-postgraduate-research-degrees-122601.pdf).)

(The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attitudes. Note that assessment tasks in the next subsection will need to be aligned with the outcomes for the paper.)

|  |  |  |
| --- | --- | --- |
| **#** | **Learning Outcome** | **Graduate Attribute(s)** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

### (Delete or add lines as necessary.)

**Assessment:**

(In the table below, identify and describe the assessments that will be used in the paper. In designing the assessment, ensure you have read the University’s [Guidelines for the Assessment of Student Performance](https://www.otago.ac.nz/administration/policies/otago078920.html). Indicate the contribution of each item of assessment towards the final grade and which paper learning outcome(s) it aligns with. A final examination worth 50% or less of the final grade would normally be two hours. A final examination worth more than 50% of the final grade is three hours. If the value of the final examination differs from these norms, please provide a brief justification beneath the table. If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement. Also indicate if plussage will apply in the paper and provide a justification.)

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| --- | --- | --- | --- |
| **Assessment Type**(e.g., essay, lab report, exam) | **Description**(Include such details as word-length or duration) | **Percentage** | **Learning Outcome(s)****#** |
|  |  |  |  |
|  |  |  |  |
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### (Delete unused lines or add lines for other activities as necessary.)

# Student Workload Expectations

(The following table is designed to indicate the likely workload for the average student taking the proposed paper.

1 point = 10 hours (e.g. the expected student workload is 180 hours for an 18-point paper, 200 hours for a 20-point paper, 300 hours for a 30-point paper, etc.).

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Hours for Campus Students** | **Hours for Distance Students****(if applicable)** | **Derivation** |
| *Lectures* |  |  | *x per week for y weeks* |
| *Tutorials* |  |  | *frequency, duration, number of weeks* |
| *Laboratories* |  |  | *frequency, duration, number of weeks* |
| *In-class test* |  |  |  |
|  |  |  |  |
| *Non-contact hours* |  |  |  |
|  |  |  |  |
| **TOTAL HOURS**(e.g., 180, 200, etc.) |  |  |  |

### (Delete unused lines or add lines for other activities as necessary.)

# Terms Requirements

(Some academic units require that a student gain terms before they sit final examinations (i.e. fulfil certain specified conditions, such as attending classes or completing oral, written and practical work to a satisfactory level). If students are required to gain terms before being permitted to sit the examination, please give details of these requirements. If there are no terms requirements, please state this.)

**SECTION 4 – FURTHER CONSIDERATIONS**

# Enrolment Limits

(For most papers there should not be a limit on enrolments. If your new paper requires a formal enrolment limit due to resource constraints, contact the Specialist (Academic Committees and Services) for your division for advice regarding the [Limitation of Enrolment](https://www.otago.ac.nz/administration/policies/policy-collection/limitation-of-enrolment-for-specific-papers-and-programmes-procedure) process.)

# Library Requirements

(Please list any textbooks or other Library materials required for this paper, if known at this stage. If you become aware of additional Library material requirements after submitting this proposal, please inform your Library Divisional Manager. Please note that new electronic journals cannot be requested for new papers.)

# Resources

(It is expected that new papers should not require additional resources. If – in exceptional circumstances – this is not the case, a full list of additional resources required should be provided here (e.g. staff, equipment, space, IT, etc.))

**SECTION 5 - CONSULTATION**

# Consultation with Students

(The consultation shall include contacting the OUSA Academic Representative (academic@ousa.org.nz) or OUSA Postgraduate Students’ Representative (postgrad@ousa.org.nz), who may contact relevant academic student associations and/or a relevant sample of students. Academic staff are encouraged to consult more widely than OUSA, such as with class representatives and current and past students. Unless a student is acting in an official role (e.g. OUSA Academic Representative), students’ names should be redacted in the consultation table and elsewhere throughout the proposal.)

|  |  |  |
| --- | --- | --- |
|  **Name or title** |  **Feedback** |  **Response / changes** |
|  |  |  |
|  |  |  |

(Add more rows as required. If the feedback is extensive, it may be added as an appendix.)

# Consultation with Other Academic Units

(Outline any consultation that has taken place with other academic units. The purpose of consultation with academic units is to avoid duplicating content offered by other areas, to identify opportunities for collaboration, and to share best practice. It is not intended that consultation should be a barrier to approving new papers, and endorsement from other academic units is not required for approval.)

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| --- | --- | --- |
| **Name and title** **Academic unit or area** |  **Feedback** |  **Response / changes** |
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|  |  |  |

(Add more rows as required. If the feedback is extensive, it may be added as an appendix.)

# Consent to Use this Proposal as an Example

|  |  |
| --- | --- |
|  | Please place a mark in this box if you do **not** consent to this proposal – if approved – being posted on the University website as an [example of a recently approved academic proposal](https://www.otago.ac.nz/administration/academiccommittees/proformas.html#Bestpracticeexemplars).  |